Professor O’Connor-Petruso Walton Gamory

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Annotations

This research article examines the effect of teacher and student gender on teacher-student interactions in regards to the impact this interaction has on student outcomes as measured by standardized test scores. Under the No Child Left Behind Act the use of standardized test to measure student achievement has taken the utmost priority, therefore it’s imperative that researchers better understand the effect of teacher-student interactions on standardized test performance. Researchers found that teachers interact differently with students of similar gender than they do with students of the opposite gender. The research definitely shows that teachers treat and perceive boys and girls differently. How does this differential treatment impact student performance on standardized exams? There’s no evidence to support the hypothesis that the interaction of student and teacher gender has an impact on test scores but that teacher and student gender are correlated with test outcomes. Male teachers may actually cause students to perform more poorly. It also found that regardless of teacher gender boys tend to perform less well than girls. Gender bias has little effect on standardized test scores.

Kreig, J M. (2005). Student gender and student gender: what is the impact on high stakes test scores. *Current Issues in Education*, *8*(9), 1-8.

This research article focuses on the gender gap in achievement levels between the boys and girls. The majority of arguments for single-sex schools and classrooms focus on the interaction among students but they also suggest placing students and teacher of the same gender together. The gender gap in achievement as children mature suggest that what occurs in the schools and classrooms may play an important role. Study suggest that in kindergarten the two genders perform similarly on tests of both reading and mathematics, but by third grade boys on average outperform girls in math and science while girls outperform the boys in reading. Between the ages of 9 and 13 the gender gap in science and reading doubles and the math gap increases by two-thirds. By the time they finish high school17 year old boys score 31 percent of the standard deviation below 17 year old girls, a deficit equal to one grade level. In classes headed by a woman boys are more likely to be seen as disruptive. When taught by a man, girls were more likely to report that they did not look forward to a subject or that it was not useful for their future. Research results indicated that learning from a teacher of the opposite gender has a detrimental effect on students’ academic progress and their engagement in school.

 Dee, T. (2006). The why chromosome. *Education Next*, *6*(4), 68-75.

This research article looks at the relationship between student achievement and teacher rewards and punishment. This research states that studies indicate that performance outcome is the main determinant of teacher rewards and punishment followed by degree of student effort. In other words students who are perceived as having expended the greatest effort are rewarded more in success and punished less in failure than students who do not try hard. According to (Weiner & Kukla, 1970) students of low ability who try hard tend to be rewarded more and punished less than their high ability counterparts. High effort exerted in the early grades (1, 2 and 4) by anyone regardless of their ability was assumed by the researchers to lead automatically to high outcome. That’s because younger children perceive high effort as evidence of high ability. As stated by a first grader, “smart people study, dumb ones don’t “, therefore anyone who studies must be bright. However by grade 11 and at the college level, outcome was perceived to be primarily a function of ability.

Harari, O., & Covington, M V. (1981). Reactions to achievement behavior from a teacher and student perspective: a developmental analysis. *American Educational Research Journal*, *18*(1), Retrieved from <http://www.jstor.org/stable/1162527>

This article addresses the achievement gap between African American and white students especially in mathematics and science. We know that ever since the Brown vs. Board of Education court case which ended the” separate but equal” policy in all aspect of African American life it has been impossible for African American to receive equitable education. According to this paper in order to rectify this situation in the classroom some important issues must first be addressed; 1) historical awareness of the education of African Americans,2) teacher expectations and beliefs, 3) cultural awareness, 4)testing, 5)equity in the classroom, 6) and career selections. Simply put in order for a people to plan for their future, they must know their history. The impact of this court case has played a role in the development of the current education system in the United States. Cultural awareness in the classroom can be a catalyst for change in the public education system, in other words, it is essential that African American students know their past in order to prepare for their future. This paper advocates the use of culture” in the mathematics classroom because it improves students’ academic achievement (Banks, 1989), helps move classrooms toward an equitable learning environment(NCTM, 1989, 2000), helps student have a positive beliefs about mathematics(Masingila & King, 1997), and integrates mathematics with other disciplines (Zaslavsky, 1989, 1998).The high stakes standardized tests, racism, and tracking have stunted the opportunity to learn for African Americans. These are just a few of the issue that researchers must address in order to close the achievement gap of African American students and their white counterparts.

Moses-Snipes, P R., & Snipes, V T. (2005). The call: the importance of research on african american issues in mathematics and science education. *Negro Education Review* , *56*(2/3), 103-105

This article addresses the underlining causes of the achievement gap or opportunity gap in mathematics for African American, Latino and low income students. It states that African American, Latino and low- income students are less likely to have access to experienced and qualified teachers, more likely to face low expectations and less likely to receive equitable per student funding. Although it is important to recognize the symptom of low achievement , it’s even more critical to understand and address the underlying causes. Usually our comparisons are quick to focus on ethnic group and income level which only reinforces prejudices and stereotypical images of these groups. Here are a couple of examples “students of color continue to lag behind white students and some Asian students and the so-called academic achievement gap exists.( a state superintendent of public instruction, as quoted by Heffter, 2006) Across the U.S., a gap in the academic achievement persists between minority and disadvantaged students and their white counterparts. ( National Governors’ Association, 2005) Statements like these foster the impression that Latino and African American students are less teachable. Funding in our school system play a very important role in the disparity gap in achievement. The schools with a larger proportion of minority or low-income students within the same district often receive less funding per student from the district in terms of teacher pay. High-poverty and low-performing schools are staffed with teachers whose salaries are lower than average. The more experienced teacher with higher salaries tend to migrate to schools with a larger proportion of European American students, less poverty, and better performance on state mandated tests( Roza & Hill, 2004; Wiener, 2006). Schools with high needs are left with the least experienced and least paid teachers. According to the National Council of Teachers of Mathematics (NCTM) in order to close the achievement gap all students “should have equitable and optimal opportunities to learn mathematics free from bias” and that “all students need the opportunity to learn challenging mathematics from a well-qualified teacher who will make connections to the background, needs and cultures of all learners”( NCTM, 2005). We cannot look at the achievement gap without first examining the opportunity gap in our school systems.

Flores, A. (2007). Examining disparities in mathematics education: achievement gap or opportunity gap?. *High School Journal*, *91*(1), 29-42.

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